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Will Reds Take Over Indonesia?

Widespread Disorder in That Country Is Playing into Communists' Hands

TO the tourist, Indonesia appears to be one of the calmest lands in the world. Never, though, were appearances so deceiving.

The busy peacefulness of the cities and the quiet air of the countryside conceal grave underlying weaknesses in Indonesia's economy and government. Few nations face so uncertain a future as does this Asian land.

Today Indonesia is threatening to fall apart. The government seems powerless to halt the break-up. The country's communists are increasing their influence. Some western observers believe that the Reds are almost certain to get control of the government.

U.S. officials are seriously concerned about Indonesia's instability. What happens there may determine the fate of all southeastern Asia. It is a region rich in tin and rubber, and has great strategic value in a military way.

Nation of islands. Indonesia consists of the largest island chain in the world. Land area is about twice the size of Texas, and the 3,000 islands are spread out over a region as big as the entire United States.

Down many of these scenic islands, jagged mountains with smoking, volcanic peaks thrust their way. Lakes gleam along timbered slopes. In the lowlands, carefully laid-out rice fields give the appearance of a tremendous checkerboard.

(Continued on page 2)



NIGHT VIEW of University of Moscow, at which many youths in the Soviet Union are studying for careers in science

Schools and the 'Science Race'

Students in the Soviet Union Attend Class Six Days a Week, Spend Much Time on Such Courses as Mathematics, and Work Under Strict Discipline

ALTHOUGH a long series of scientific discoveries led up to the harnessing of nuclear energy, most authorities feel that the atomic age really began 15 years ago today—on December 2, 1942. That was when the world's first atomic reactor, built at the University of Chicago, was proved successful.

From this device, scientists learned definitely that they could bring about the splitting of uranium atoms on such a scale as to yield vast amounts of energy. Our nation then built a new industry, and within 3 years had de-

veloped the atomic bombs which ended World War II.

Foreign scientists did much of the basic research that preceded the harnessing of the atom. But American engineers and technicians built the plants which first enabled man to make practical use of nuclear energy in war and peace. It was thus our country that led the world into the atomic age.

New challenge. At present, though, America's position of technological leadership is seriously challenged. In some respects, it is already lost. Russia proves, with her rockets and

sputniks, that she has taken great strides in science and engineering.

Some years ago, former Soviet dictator Stalin said: "The history of old Russia is the history of defeats due to backwardness. . . . We must cover the distance which separates us from the advanced countries of capitalism. . . . Look into everything; let nothing escape you; learn more and more. . . . We must study technology, master science." The Soviets clearly have gone far along such lines.

By now, as President Eisenhower points out, Russia has more scientists and engineers than does the United States. Also, she is training new ones at about twice the rate we are.

According to Eisenhower, the need for scientists and engineers has become our most critical defense problem. He favors a nation-wide program to encourage greater emphasis on science in our schools and colleges. Next month, after Congress meets, he probably will make some specific recommendations on this subject.

As our people consider possible measures to step up technological training, they should be aware of how Russian schools develop new scientists, engineers, and others workers for the Soviet Union. This does not mean, of course, that we want to model our school system after that of the Russians. The aims of education in a dictatorship, such as Russia, and in a democracy, such as the United States, are very different.

Nevertheless, whether we like it or not, our country is in a "science race" with the Soviet Union, and we ought to know what our competitor is doing. The U.S. Office of Education recently published a lengthy report on this subject, entitled "Education in the USSR."

(Concluded on page 6)

HERE AND ABROAD - - - PEOPLE, PLACES, AND EVENTS

YOUNG FARMERS MEET

Young Americans interested in farming or homemaking are meeting in Chicago this week. They are attending the 4-H Club Congress. All the boys and girls attending the Chicago get-together have won distinction in some branch of 4-H Club work. These include homemaking, growing crops, raising livestock, community affairs, and many other activities.

VISITOR FROM CHILE

The nation's capital is getting ready for another foreign visitor. He is President Carlos Ibáñez of Chile, who will meet with President Eisenhower and other top American leaders next week. The Chilean leader will then tour the country from New York to San Francisco.

GIFT DEADLINE

Do you have friends or relatives serving in our armed forces overseas? If so, and if you want to send them something for Christmas, you should

plan on making your gift shipments as soon as possible. Postal officials remind us that gifts for persons living overseas should be sent by air on or before December 10.

GHANA GETS HOMES

Drum beats in the African land of Ghana are being drowned out these days by the pounding of hammers and the screeching of saws. Clusters of new houses are springing up where crude grass and mud huts were located before, as Ghana pushes ahead with an ambitious home-building program. Though the African land is making a great deal of progress along this line, it will take many years to provide Ghana's 4,691,000 people with comfortable homes.

PEARL HARBOR DAY

December 7 will long be remembered by Americans as a reminder that we must be militarily prepared so long as there are possible aggressors. On that day, in 1941, the Japanese caught us

by surprise and attacked Pearl Harbor, Hawaii, killing 2,000 Americans and sinking 6 battleships.

On December 8, 1941, Congress declared war. Since Japan was allied with the fascist aggressors in Europe, we were immediately drawn into a world-wide conflict which ended 3½ years later.

STILL A GREAT RECORD

When Notre Dame recently defeated the mighty Oklahoma eleven 7-0, the Fighting Irish broke the most phenomenal winning streak in the history of college football. Oklahoma lost to Notre Dame after a series of 47 straight wins—a national record in college play. Also, the game marked the first time in 124 consecutive gridiron contests that the Sooners didn't score.

From 1947 until their defeat by Notre Dame, the Sooners had won 97 games, lost 7, and tied 3. They had played in 5 big bowl games, winning 4 and losing 1.

Troubled Land

(Continued from page 1)

In size, the islands vary from tiny specks of land hardly more than sandbars to Borneo (290,012 square miles), about the size of France. (The northern part of Borneo is controlled by Britain.)

Other major islands include Java, Sumatra, the Celebes, Timor (partly under Portuguese control), and Halmahera, largest of the Molucca Islands. The Moluccas are the fabled Spice Islands which Columbus was seeking when he discovered America.

With 82,000,000 people, Indonesia is the seventh largest country in the world in population. About 52,000,000 of the total are natives of Java, one of the globe's most densely populated areas.

The large majority of Indonesians are brown-skinned, slender people—shorter than Europeans—with large black eyes and jet-black hair. Almost three-fourths of the islanders live in small villages where they raise rice, coconuts, sugar cane, corn, yams, peanuts, and soybeans.

Fish are often raised in small, artificial ponds. They form a major item of diet.

Factories are not well developed. Most of them prepare raw materials like tin, rubber, and sugar cane for market.

Nine out of 10 Indonesians are Moslems. They are divided, though, into several groups with widely differing views on important issues.

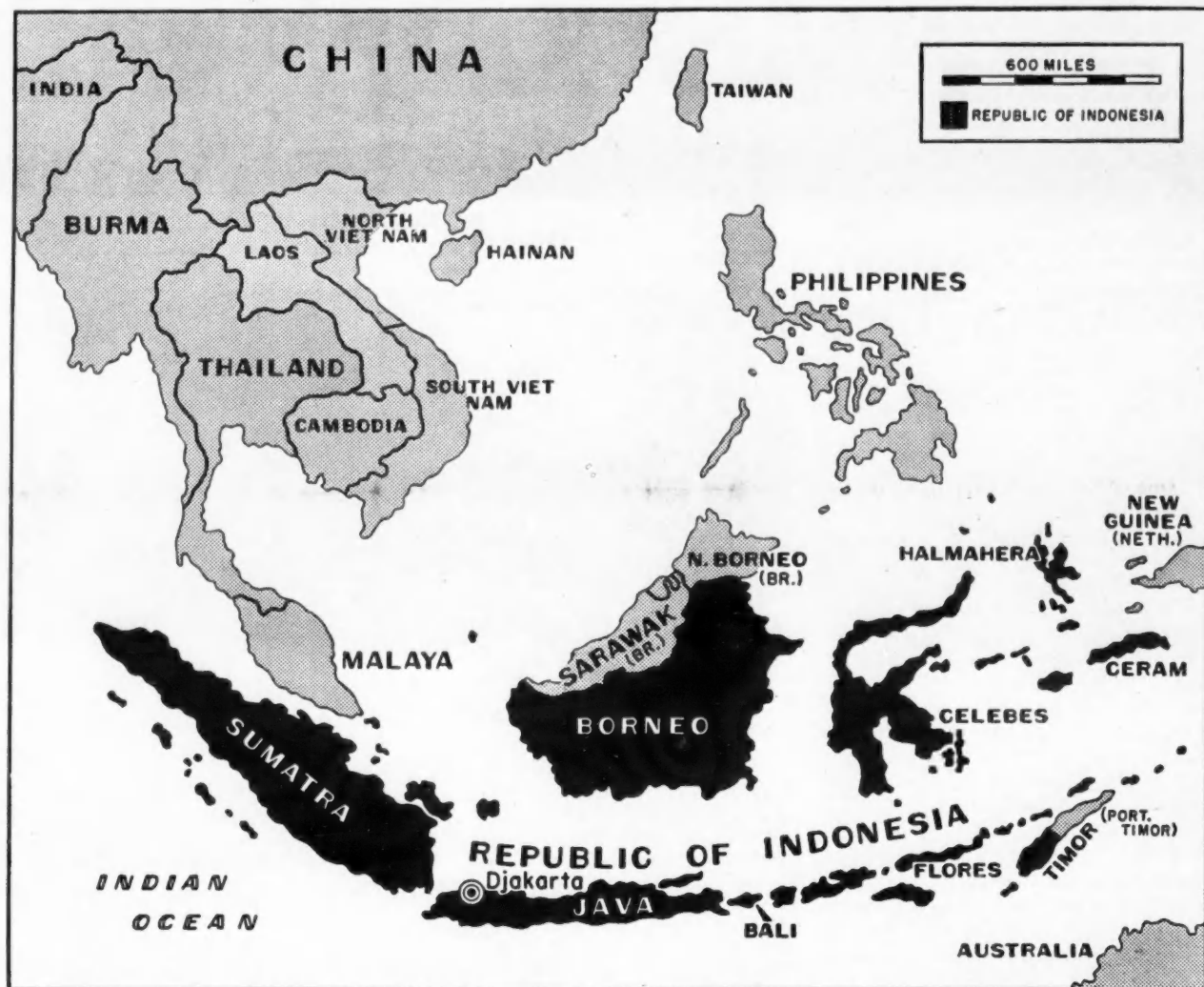
Rich resources. Indonesia is first among the world's growers of natural rubber, and second in the mining of tin. It has large amounts of petroleum as well as iron, coal, and copper. It is among the leading producers of pepper and other spices, and quinine used in making medicine.

Dense tropical forests yield teak, ebony, bamboo, mangrove bark for tanning, and indigo for dyes. The crop land is so rich that it often yields 2 harvests a year.

Indonesia's resources are so great that, with their development, the country would probably rank as one of the world's well-to-do nations. Most of this natural wealth is, however, still largely undeveloped.

New freedom. Indonesia's urgent problems stem from developments of recent years.

During World War II, Japan seized these islands from the Netherlands (Holland) which had ruled them for



INDONESIA'S AREA of 580,000 square miles is about twice that of Texas. Population of the nation of islands is 82,000,000.

some 3½ centuries. During this time, they were called the Dutch East Indies. Holland built up a thriving trade in the islands' tin, rubber, and spices.

As World War II came to a close, Japan's hold on the islands was broken, and native leaders claimed national independence. The Dutch did not want to give up their profitable colony, and warfare followed. In 1949—after the United Nations stepped in—Indonesia became independent.

A democratic government was organized under the leadership of Sukarno, a long-time nationalist leader. (Like many Indonesians, Sukarno has only one name.)

Staggering problems confronted the new government. Few Indonesians had any training for the task of running a nation. In fact, close to 95 per cent could not read or write.

Moreover, the sprawling nature of the country made difficult the creation of a national spirit. More than 200

languages and dialects are spoken throughout the scattered islands. It required several years to set up the machinery for the first nation-wide elections. After they were held in 1955, it took a number of months to compile final returns.

Weak government. Indonesia has more than 20 political parties, and none is supported by the majority of people. Thus, several groups must cooperate in running the government. The various parties in a coalition (combination) government have often failed to agree on important issues, and have taken little or no action on urgent problems.

The island nation has both a President and Prime Minister. President Sukarno's great prestige in the independence movement has permitted him to overshadow the various Prime Ministers. The present Prime Minister is Mr. Djuanda.

Political revolts. In Sumatra, the Celebes, the Moluccas, and Borneo, local military leaders have challenged the power of the central government. Even on Java, where the capital city of Djakarta is located, a Moslem extremist group controls an area as big as Rhode Island.

In fact, the Djakarta government's authority extends probably to no more than 10 per cent of the entire country. This is much the same as if the government in Washington were ignored everywhere in the United States except—let us say—in the states bordering the Atlantic Ocean.

Behind the revolts (most of which have taken place without violence) is the complaint by many non-Javans that their regions are being neglected by the central government. Sumatrans, for example, claim that 70 per cent of the products that Indonesia sells abroad come from their island, yet they say that the government spends most of its tax receipts on the island

of Java. Several areas have stopped sending tax money to Djakarta.

Economic troubles. Despite its resources, Indonesia is a poor country as measured by income. It averages only about \$125 per year per person. The nation sadly lacks the engineers, technicians, and other trained people needed to develop its resources.

Foreign companies have sought to build factories, drill for oil, and search for other mineral wealth in Indonesia. But lingering distrust of western lands—stemming from memories of colonial rule—makes the government unwilling to let outside concerns enter under the same conditions they have gone into many other undeveloped countries. Some foreign companies, alarmed at the government's failure to keep order, no longer seek business in Indonesia.

Strange as it may seem, the comfortable climate and fertile soil may also be factors in Indonesia's failure to make speedier progress. In a region where it never grows cold and where a little garden plot furnishes food, most Indonesians seem to prefer an easy-going way of life. Pleasant though this may be, it doesn't produce the determined effort needed to make a modern nation.

Red strength. The communists made substantial gains in recent local elections in Java. They are now considered the second strongest party.

One big reason for Red gains, it is thought, is the friendly attitude that President Sukarno has been demonstrating toward the communists. Upon his return from a tour of Russia and Red China last winter, he made known that he was greatly impressed by what he saw in these lands. Moreover, he said that democracy—as we know it in the United States—is not right for his country at this time.

Not all Indonesian leaders share Sukarno's sympathetic views toward communism. A year ago, Vice Presi-



PRESIDENT SUKARNO vigorously emphasizes a point in a political speech

dent Mohammad Hatta resigned his high government post in disapproval of Sukarno's actions.

Sukarno's course. Latest step of the Indonesian President was to set up a national council to "guide" the elected government. Sukarno heads the council which overshadows the regular cabinet headed by Prime Minister Djuanda. Communist sympathizers are prominent in Sukarno's "super cabinet."

The President's critics say that his actions have, in effect, set up a dictatorship whereby he and the council can overrule the wishes of the elected lawmakers. Sukarno denies this, but says that the troubled times demand firm guidance.

One of Sukarno's overriding desires is to take over the western part of New Guinea, a primitive area which the Dutch continue to control. The Netherlands has always held that this island was not a part of Indonesia, and has refused to give it up. Sukarno insists that his country's claims to West Irian (the Indonesian name for western New Guinea) be upheld.

U.S. relations. Sukarno recently told a visiting U.S. congressman that future close relations between Indonesia and the United States would depend on whether America would support the island nation in its claim to western New Guinea.

Whether we'll do so remains to be seen. However, it seems unlikely at this time that we shall do anything to weaken our ties with the Netherlands, a partner in the North Atlantic Treaty Organization (NATO).

Up to now, Indonesia has rejected aid we have offered her for the purpose of standing up to the communists. She claims to be following a neutral course in world affairs, and refused to join the Southeast Asia Treaty Organization (SEATO), set up to prevent Red aggression.

We have, though, been helping Indonesia to a limited extent in improving farming methods, in setting up schools, and in fighting disease. There has been considerable progress in these fields—especially in curbing malaria and reducing illiteracy. Today close to half of the adult population can read and write.

In the long run, these programs will probably make Indonesia more stable. The big question is whether fast enough progress can be made to keep the country out of communist hands. Certainly the trend over the past few years has been toward dictatorship and increased Red influence.

—By HOWARD SWEET



BOY on Sumatra, one of the major islands of the long Indonesian chain



THEODORE ROOSEVELT, astride his horse, poses in uniform of the Rough Riders—a regiment that he helped to organize during the Spanish-American War

Historical Background

Nation Honors Teddy Roosevelt

RUSSIAN progress in science confronts Americans with one of the greatest challenges they have ever faced. It is appropriate that our nation, at this same time, is preparing for the 100th anniversary of Theodore Roosevelt's birth—because Roosevelt is remembered for his determination to meet challenges and overcome obstacles.

His 100th birthday anniversary will be on October 27, 1958. A year-long celebration in his honor, now under way, will conclude at that time. More than 2 years ago, Congress set up a special commission—headed by Vice President Nixon—to promote this observance.

Born into a wealthy family, Roosevelt could have lived in ease and idleness if he had wanted to do so. But he preferred "the strenuous life."

Overcame Bad Health

During childhood, his health was extremely poor. The story of how young Roosevelt gradually built up his strength—through boxing, hiking, and similar activities—is well known. Also, largely in order to improve his health, the future President spent about 2 years on a ranch in North Dakota (at that time part of the Dakota Territory).

Roosevelt got a taste of politics before going to the ranch. His first governmental job, begun at the age of 23, was in the New York state legislature. Here, and in later positions, he was a courageous fighter against political corruption.

As Assistant Secretary of the Navy, under President William McKinley, he urged that our country go to war against Spain. When it did so in 1898, he resigned his Navy Department post and helped organize the cavalry regiment known as the "Rough Riders." This group, under his command, distinguished itself in Cuba.

Roosevelt, a Republican, was elected governor of New York State shortly after the Spanish-American War. In 1900, some of his political foes managed to have him nominated for the Vice Presidency—as McKinley's running-mate. They did this to "get him out of the way," since the Vice Presidency at that time was an office with little influence.

McKinley and Roosevelt won the election. McKinley was assassinated the following year, and Roosevelt—at 42—became our country's youngest President. He served McKinley's unfinished term and then was elected to another in his own right.

William Howard Taft, Republican, followed Roosevelt as Chief Executive in 1909. Roosevelt unsuccessfully tried for the Presidency, as a third-party candidate, in 1912. His followers on this occasion were officially named "Progressives," but they called themselves the "Bull Moose Party," because Roosevelt often talked about being "strong as a bull moose."

While he was President, from 1901 to 1909, Roosevelt did much to arouse public interest in the need for conservation of natural resources. Also, he became known as "the trust buster," because he fought against certain business concerns which—according to his view—had gained monopolies in their fields of operation.

Roosevelt always believed in maintaining strong defense forces. In our dealings with foreign countries, he said, we should "speak softly and carry a big stick." Opponents commented that he himself wasn't noted for speaking softly on any matter—national or international.

U. S. government work on the Panama Canal was begun during Roosevelt's administration, and he was especially proud of this endeavor. Opponents, though, claimed that he was highhanded toward Latin Americans, in connection with the Panama Canal and various other matters.

Perhaps no American ever had a wider range of interests than did Theodore Roosevelt. After leaving the White House, he went on a big-game hunting trip to Africa, and in 1913 he undertook a dangerous expedition into the Brazilian jungles. Also, he found time to write numerous books on history, nature, and the American West. He kept up a schedule of hard work until the time of his death, which occurred in January 1919.

Like all leaders, Theodore Roosevelt had opponents as well as supporters. Even most of those who opposed him, however, respected his ability, courage, and high standards.

—By TOM MYER

Your Vocabulary

In each of the sentences below, match the italicized word with the following word or phrase whose meaning is most nearly the same. Correct answers are on page 8, column 4.

1. The chairman ruled that the testimony was *extraneous* (ēks-trā'nē-us). (a) not essential (b) false (c) given too late (d) perfectly proper.

2. The general was worried about the *contiguous* (kōn-tig'ū-us) areas. (a) contagious (b) bordering (c) poorly armed (d) rear.

3. The death of their leader left them filled with *consternation* (kōn-stēr-nā'shun). (a) no funds (b) joy (c) hard decisions (d) fear.

4. The development came at a *propitious* (prō-pīsh'us) time for the nation's leaders. (a) dangerous (b) peculiar (c) favorable (d) late.

5. His argument was *fallacious* (fā-lā'shus). (a) well presented (b) long (c) not heard (d) misleading.

6. The government fell into the hands of a military *junta* (jūn'tūh). (a) leader (b) dictator (c) rebel outfit (d) council.

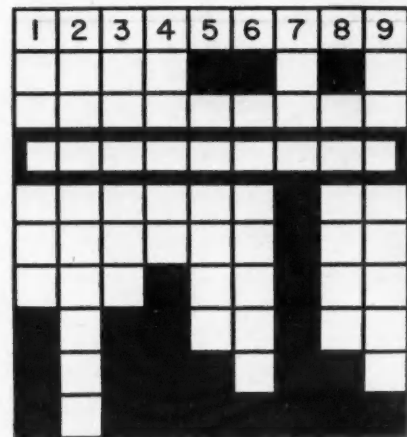
7. Much to everyone's surprise, the Prime Minister's remarks were completely *innocuous* (ī-nōk'ū-ūs). (a) harmless (b) slanderous (c) inappropriate (d) significant.

8. In the *interim* (in'ter-im), the UN would take charge. (a) future; (b) time between; (c) disputed area; (d) beginning.

CURRENT AFFAIRS PUZZLE

Fill in numbered rows according to descriptions given below. When all are correctly finished, heavy rectangle will spell the name of a geographical area.

- Capital of Colorado.
- Leading Democrat who is working with Department of State on defense policy at President's request.
- Japanese bombing of U. S. ships anchored in harbor at _____ forced us into World War II.
- Chief of Navy satellite program (last name).
- Indonesia is the world's first-ranking grower of _____.
- New Special Assistant to the President in the science-missile field.
- Indonesia is world's second-largest producer of _____.
- Pioneer of hydrogen bomb (last name).
- Capital of Indonesia.



Answers for November 18

HORIZONTAL: Presidium. VERTICAL: 1. purge; 2. Morocco; 3. seals; 4. Warsaw; 5. Sofia; 6. Kadar; 7. Tito; 8. Gomulka; 9. Gromyko.

The Story of the Week



JAMES KILLIAN, JR., scientist and Special Assistant to the President, seeks closer teamwork by scientists and military men in developing missiles



WILLIAM HOLADAY, missile development boss in the Department of Defense, holds a great deal of power in directing armed services missile programs



JOHN HAGEN, chief of Navy's satellite program, thinks we may launch a moon to compete with Soviet sputniks in space sooner than originally expected



WERNHER VON BRAUN, German-born rocket expert, who helped plan Army's Jupiter, a rocket that is designed to travel about 1,500 miles

Television

Would you like to take an imaginary trip to Mars without stepping out of your home? If so, you will get an opportunity to do so on Wednesday, December 4, by watching Disneyland's "Mars and Beyond." The hour-long show will begin at 7:30 p.m., EST, on ABC.

Walt Disney cartoons will show what a trip to Mars might be like. In addition, leading scientists will tell what is known about our neighboring planet and how an atomic-powered space ship might get us there.

Dr. James Killian

In a third-floor office, across the street from the White House, important decisions are being made that will help shape our future programs dealing with war missiles and other new weapons. The man in charge of that office is Dr. James Killian, president of Massachusetts Institute of Technology.

Dr. Killian, who is 53, is President Eisenhower's Special Assistant for Science and Technology. As such, the MIT head helps direct the nation's over-all scientific research and development programs related to new weapons. Among other things, he sees to it that Uncle Sam gets the scientists he needs to develop defense weapons as quickly as possible.

Dr. Killian is no newcomer to government service. For the past few years, he has been spending at least one day a week in Washington, D. C.,

as a special adviser to top government officials on scientific and defense problems. During World War II, he directed a wide range of defense research projects for our government.

Born in Blacksburg, South Carolina, Dr. Killian studied engineering and business at MIT. After getting his degree, he joined the staff of that school's *Technology Review*. He became the technical publication's editor a few years later.

Dr. Killian's ability as an executive greatly impressed the then president of MIT, Dr. Karl Compton, who made him his top assistant in 1939. Later, Killian rose to become vice president of MIT, and he was made head of the school in 1949. He is now on leave from that post.

Trouble for Jordan?

In the uneasy Middle East, the propaganda spotlight shifted in November from Syria to Jordan. Suddenly, early in the month, Egyptian radio stations and newspapers issued excited reports of "rioting" in the streets of Amman, Jordan's capital.

According to the Egyptian broadcasts, a "bloody revolt" had started against 23-year-old King Hussein of Jordan when it was discovered that he was secretly negotiating with Israel about the fate of the large numbers of Arab refugees who, years ago, fled from Israel and are now living in Jordan. Egypt, Syria, and Russia all urged the people of Jordan—particularly the refugees—to rise up against Hussein.

Actually in Jordan there were no riots. The trumped-up "revolution" was all a plot, complained young King Hussein. He accused Egypt's President Gamal Abdel Nasser of trying, as he has done before, to overthrow the Jordanian government.

The kings of Saudi Arabia and Iraq came to Hussein's defense—demanded that Nasser stop his attacks. He did, temporarily, but new trouble could break out any time.

One reason why Jordan's 2 neighbors dislike King Hussein is that he continues to maintain friendly relations with the United States and other western nations. With his next-door enemies and serious problems at home, the young King is in a dangerous position. One-third of Jordan's population are refugees. Many of them have been influenced by Nasser's charges that Hussein is not trying hard enough to return them to their former homes in Israel.

Philippine Leaders

Opposing political parties will control the first and second highest elective offices in the Philippines for the next 4 years. Carlos Garcia, a Nationalist, will be inaugurated for a 4-year term as President December 30. An opposition Liberal Party leader—Diosdado Macapagal—will take office as Vice President at the same time. Both men are staunch friends of the United States.

Garcia and a large majority of Nationalist candidates for Congress were voted into office at elections held last

month. But Garcia's running mate, José Laurel, lost out to Macapagal. The divided election results were possible in the Philippines because, unlike American voters who must generally vote for both President and Vice President on a single ballot, Filipinos can cast separate ballots for Presidential and Vice Presidential candidates.

Garcia, 61, was Vice President under the late President Ramon Magsaysay. When the latter was killed in an airplane crash last spring, Garcia became his country's leader. He has now won a full Presidential term on his own.

A lawyer and teacher by training, Garcia has been in public service since 1925. His various government posts include governor of his home province, member of his country's Congress, delegate to the United Nations, and Vice President.

Macapagal, 47, was a popular congressman when elected Vice President. Born of poor peasant parents, he worked hard as a youth to pay his way through college. He is a lawyer and economist by training.

Working Together

Two former political foes are now working closely together to strengthen the North Atlantic Treaty Organization defense setup. They are President Eisenhower and Adlai Stevenson. The 2 men were opponents in the Presidential races of 1952 and 1956.

Republican President Eisenhower has called on Stevenson, a leading Democratic Party spokesman, for ad-



FRED SINGER, Maryland University physicist, had a hand in the Air Force Project Far Side which fired a rocket from a balloon 2,700 miles into space



TREVOR GARDNER quit as Air Force missiles chief in 1956 because he felt lack of funds and executive bungling were holding back progress



EDWARD TELLER, pioneer of the hydrogen bomb, thinks the Reds lead us in missiles because they do more than we do to train young scientists



JOHN NICKERSON, Army colonel, punished last summer in connection with his criticism of missile policies, helped to create the Jupiter rocket

vice on how NATO can best meet the challenge of the mounting threat of Soviet power in Europe. The President and other top western leaders will meet for important NATO talks in Paris December 16. Prior to that time, Stevenson and other top Democrats are conferring with leaders of the Eisenhower Administration in preparation for the Paris parley.

Cooperation between our 2 big parties in times of emergencies is nothing new. Republican Senator Arthur Vandenburg worked closely with Democratic Presidents Franklin D. Roosevelt and Harry Truman to help shape important World War II and postwar policies. President Truman gave John Foster Dulles, now Republican Secretary of State, an important voice in shaping our overseas policies in the early 1950's.

Though both political parties always maintain the right to criticize their opponents' policies, they have repeatedly shown that, in times of crisis, they put the nation's interests above partisan differences.

Stevenson's Background

Adlai Stevenson was born in California 57 years ago to a family well known in American public life. His great-grandfather, Jesse Fell, aided Abraham Lincoln in his campaign to become President. Stevenson's grandfather, for whom he is named, was a U.S. Vice President.

Stevenson, who studied law at Northwestern University, practiced for a time in Illinois, and once worked as a reporter in that state. Still a practicing lawyer, he has also devoted many years to public service.

He worked as a government attorney for a time in the 1930's, and became a Navy Department official in 1941. Later he held important State Department jobs in addition to serving as an alternate U.S. delegate to the United Nations.

In 1948, Stevenson was elected governor of Illinois. Largely because of his record as chief executive of that state, he was chosen by the Democratic Party to be its standard-bearer in the 1952 Presidential race. Four years later, he made a second bid for the White House. On both occasions, he was defeated by General Eisenhower.

Patching Things Up

A dispute which threatened to wreck the alliance of the 3 big western nations—the United States, Britain, and France—is now being settled to the satisfaction of all countries concerned. The problem arose last month when the United States and Britain sent arms to Tunisia.

Tunisia, a North African land which gained its freedom from French rule in March of 1956, is sympathetic with neighboring Algeria's struggle for independence from Paris. Algeria is now supervised by the French and is regarded by them as part of their country.

Tunisia's President Habib Bourguiba has asked for arms which he says will be used only for self-protection, and not to help his neighbor fight the French. But Paris has feared that arms sent to Tunisia would then be passed on to the Algerian rebels.



GOVERNOR Averell Harriman of New York (left) just after he had appeared on the ABC-TV network show, "College News Conference." He is shown here with Ruth Hagy, moderator of the program, and Vincent Sutliff, President of Americana Corporation. The company gives a set of the *Encyclopedia Americana* to the student whose written question is used on the show (see story below).

American and British leaders justified their action by contending that if western nations refuse to supply Tunisia with weapons, this land will follow Egypt's and Syria's example of turning to Russia for arms. Then, it is argued, Moscow would secure another foothold in North Africa and further extend its influence over that part of the globe.

About a week ago, the 3 western allies promised to consult with one another before making any further arms shipments to Tunisia. They also agreed to make special efforts to prevent western weapons from going to Algeria. American, British, and French representatives are now working out details of these agreements.

Send in a Question!

Be a self-appointed panelist on a nationwide television program and you may be the lucky winner of a 30-volume set of the *Encyclopedia Americana* for your reference library.

Each Sunday, Ruth Hagy's "College News Conference" (2:30 to 3:00 p.m., EST, ABC-TV), in cooperation with the publishers of *Encyclopedia Americana*, sends to the person who submits the best question of the week a complete set of these valuable books. The winning question is also read on the program and answered by the guest of the week.

"College News Conference" has a well-known American or foreign leader on each of its programs. A few recent participants have been Trevor Gardner (see photo on page 4); John Foster Dulles, Secretary of State; Henry Cabot Lodge, our ambassador to the United Nations; General Lauris Norstad, head of the North Atlantic Treaty Organization (NATO); and Walter Reuther, prominent labor leader.

Four college student panelists quiz the guest of the week in a hard-hitting interview. He answers their questions as well as the one selected from the mail.

THE LIGHTER SIDE

Willie: Dad, what's strategy?
Dad: Usually very poor judgment that happens to work out all right.

Son: What do the two words "pro" and "con" mean?
Dad: Well, "pro" is your own convincing, unanswerable argument, and "con" is the other fellow's contemptible drivel.



"Say when."

A vacuum cleaner salesman scattered a sack of dirt on the rug in the farmhouse parlor.

"Madam," he said to the lady of the house, "I'll eat every bit of dirt that this electric sweeper won't pick up."

"I'll get you a spoon," she replied. "We don't have electricity here."

A rich oil magnate checked in at one of New York's swankiest hotels. Irritated by the indifference of the staff to his great wealth, he determined to give them something to talk about.

At breakfast the following morning he said to the waiter: "Just bring me \$20 worth of bacon and eggs."

"Sorry," replied the waiter, "but we do not serve half portions at this hotel."

Popular Author: You know, I get richer and richer, but I think the quality of my work is declining.

Critic: Nonsense! You write just as well as you ever did, but your taste is improving.

What is the difference between results and consequences?

Results are what you expect, and consequences are what you get.

How can you participate in this contest? Tune in on the program every Sunday you can. You will soon get a good idea of the types of questions discussed.

At the end of each show, Producer-Moderator Ruth Hagy will announce the name of the guest for the following week. Think up a good question to ask him and send it, along with your full name and complete address, to: *Encyclopedia Americana*, Box 83, Washington 4, D.C. Also specify that you are a subscriber of this paper.

If "College News Conference" is not carried in your vicinity, you may still send in a question dealing with some topic in the news. There's a good chance that it might be appropriate for the guest of that particular week.

If you don't win the first time you write in, try again. Any number of questions may be submitted. Keep them simple and geared to the news topics of today—the United Nations, defense, politics, missiles, NATO, education, civil rights, the Soviet Union, Middle East, and other similar subjects.

"College News Conference" is an interesting and challenging discussion program. It frequently makes news headlines, and is always informative. The program is worth watching . . . and the 30-volume encyclopedia (valued at \$300) is worth trying for!

Terms in the News

Here are some of the terms used in connection with missiles and rockets:

Rocket. A special type of jet craft that carries its own oxygen, as well as its fuel.

Guided missile. A missile which is directed all the way to its target. It may be a pilotless jet plane or a rocket-driven missile.

Ballistic missile. A missile which is aimed at a target, but which flies the last part of its journey on its own. It is always powered by one or more rockets.

Trajectory. The path that an object, such as a missile, takes through the skies.

Payload. The carrying capacity of a rocket or missile. In a missile, for instance, the payload may be the quantity of explosives it can deliver to a target.

Re-entry. In the field of rockets and missiles, this term refers to the problem of getting objects shot into space safely back to earth without being burned up when re-entering our atmosphere.

Ion propulsion. The use of an electric charge to shoot craft through space. Scientists are now experimenting with this type of power.

Photon propulsion. The use of light to whiz through space. It is believed that this source of power may someday help mankind travel to distant planets at a speed just under that of light itself, which moves at 186,284 miles per second.

Hardware (military). The arsenal of missiles and other weapons that a country has ready for use.

Next Week's Articles

Unless unforeseen developments arise, the main articles next week will deal with (1) two-party cooperation in time of crisis, and (2) the Arab refugee problem.

America Examines Schools' Role in Science Race

(Concluded from page 1)

There has been some controversy as to whether this report—in its final form—gives a complete picture of the Soviet school system. In any case, though, it provides many important facts on what Russia expects—and demands—of her young people.

Soviet schools' aims. The Russian and American school systems are built around differing sets of ideals. Our schools are largely intended to help each person develop his skills along lines of his own choosing. As was pointed out in the November 11 issue of this paper, American classrooms offer a wide variety of courses, and—to a great extent—the student can fol-

elementary and high school work in 10 years. His total number of hours in the classroom during this period equals the 12-year total for an American student.

The young Russian is given practically no chance to select his own courses. They are chosen for him. The subjects taken during his final 3 years (listed according to the amount of time spent on each) are as follows:

Mathematics, literature, history, physics, a foreign language, chemistry, physical education (including military training for boys), agriculture and mechanics, geography, biology, technical drawing, study of the Soviet

scholastic ability, and must also be "politically reliable" from the communist viewpoint.

The government sets up quotas as to how many students can enroll in various types of college and university courses. These quotas are based on the need for additional workers in various fields. When a person graduates from college, the government assigns him to a job for a period of at least 2 years.

The Russian college student normally receives money from the government for living expenses. He gets liberal "pay increases" for making excellent grades, but is given nothing at

thinking insofar as politics and propaganda are concerned. When they succeed in creating a brilliant man who cannot think, they will have achieved their ideal society."

Questions for U.S. As was stated earlier in this article, a school system like Russia's would never fit America's needs. For instance, one of the main jobs in a democracy is training young people to think for themselves. Soviet leaders want to avoid this kind of training—at least so far as political matters are concerned.

The fact remains that we are confronted by a Soviet nation which threatens to surpass America in science and technology. Dr. Edward Teller, prominent U.S. physicist, says that the Russians may "advance so fast in science and leave us so far behind that their way of doing things will be the way, and there will be nothing we can do about it."

What does this challenge mean to America's schools? What is their role in our science race with the Soviet Union?

Some Americans urge a drastic shake-up in the education field. They argue as follows:

"The time has come for this nation's schools to cut out the 'frills' and get down to business. They should stop wasting effort on such non-essentials as art, dramatics, and driver training. They must put more emphasis on mathematics and science.

"Instead of merely trying to provide 'interesting' courses, schools should make certain that the pupils are really being taught something. Most courses today are too easy. They certainly don't meet the exceptionally talented students' needs, and sometimes they don't even challenge the abilities of our average young people.

"Neglected"

"The brilliant boy or girl is to a great extent neglected. Some localities provide special courses for such a student, but others do not.

"Insofar as possible, we should give each young person a chance to absorb as much training as he can. Otherwise he won't be able to make his full contribution in science or along some other important line."

Meanwhile, other Americans express a considerably different viewpoint:

"Some changes in the American school system are probably needed. At least, it seems evident that we should give additional training in science and related fields. But we must keep a sense of balance. Even Russia, with all her stress on technology, teaches a wide range of subjects—including music and other arts.

"The prominent physicist Edward Teller is deeply concerned about America's shortage of scientists, but he observes that we face many problems in addition to the science race; 'How to live with each other on a greatly contracted globe; how to have law and order in the world; . . . how to eliminate racial strife.' Teller continues: 'In all these, . . . the problem of the scientific race is only a part.'

"Our schools can and must continue to give training in a variety of fields. While technological subjects do need much emphasis, we must also teach our citizens to make the wisest possible use of mankind's scientific achievements, and to operate our democratic government efficiently."

These are among the arguments that arise as America faces the challenge posed by Soviet advances in science and engineering.—By TOM MYER

ALL SOVIET STUDENTS MUST LEARN AND OBEY THESE RULES

It is the duty of every school child—

1. To acquire knowledge persistently in order to become an educated and cultured citizen and to be of the greatest possible service to his country.

2. To study diligently, to be punctual in attendance, and not arrive late at classes.

3. To obey the instructions of the school director and the teachers without question.

4. To arrive at school with all the necessary textbooks and writing materials; to have everything ready for the lesson before the teacher arrives.

5. To come to school clean, well groomed, and neatly dressed.

6. To keep his place in the classroom clean and tidy.

7. To enter the classroom and take his place immediately after the bell rings; to enter and leave the classroom during the lesson only with the teacher's permission.

8. To sit upright during the lesson, not leaning on his elbows and not slouching; to listen attentively to the teacher's explanations and the other pupils' answers, and not to talk or let his attention stray to other things.

9. To rise when the teacher or the director enters or leaves the room.

10. To stand at attention when answering the teacher; to sit down only with the teacher's permission; to raise his hand if he wishes to answer or ask a question.

11. To take accurate notes in his assignment book of homework scheduled for the next lesson, and to show these notes to his parents; to do all the homework unaided.

12. To be respectful to the school director and teachers; when meeting them, to greet them with a polite bow; boys should also raise their hats.

13. To be polite to his elders, to behave modestly and respectfully in school, on the street, and in public places.

14. Not to use coarse expressions, not to smoke, not to gamble for money or for any other objects.

15. To protect school property; to be careful of his personal things and the belongings of his comrades.

16. To be attentive and considerate of old people, small children, the weak and sick; to give them a seat on the trolley or make way for them on the street, being helpful to them in every way.

17. To obey his parents, to help them to take care of his small brothers and sisters.

18. To maintain cleanliness and order in rooms, to keep his clothes, shoes, and bed neat and tidy.

19. To carry his student's record book with him always, to guard it carefully, never handing it over to anyone else, and to present it upon request of the teachers or the school director.

20. To cherish the honor of his school and class, and defend it as his own.

MOST PEOPLE in the United States would favor some of these rules and would oppose others. The code as a whole, however, indicates the strict discipline that is maintained in Soviet schools.

low his own interests. In short, our system emphasizes the wishes of the individual.

Russia, on the other hand, gives first consideration to the objectives of the nation as a whole—as set forth by the communist leaders who control the government. The interests and desires of the individual get little attention.

Educational work in Russia is carefully supervised by the national government. Authorities in Moscow make the decisions on what will be taught. These officials use the schools as instruments for carrying out the plans of the Communist Party and the Soviet government.

America's schools, in contrast, are handled by state and local governments, or—in numerous cases—by churches and other private organizations. Most people in this country want the control of the schools to remain spread out, or "decentralized." Under this arrangement, they believe, it is not so likely that a small group will be able to dominate the minds of our nation's young people.

Hard work. The Russian student faces a far tougher job than does the average youth in America. Attending class 6 days a week, he completes his

government, astronomy, and psychology.

By the time a student in Russia has finished his 10th regular school term, he has had 4 years of chemistry, 5 years of physics, 5 years of biology, and 10 years of mathematics. At least, this was the situation for Soviet youths graduating as recently as 1955. Of American students graduating from high school in the same year, not quite a third had taken 1 year of chemistry, only about a fourth had studied 1 year of physics, and fewer than a seventh had taken advanced mathematics.

Russia provides special courses for unusually brilliant students, and also—in many cases—for those who are gifted in music, art, or ballet. Meanwhile, students who lack the ability to finish a regular high school course may receive training in manual skills at vocational schools of one kind or another.

Youths who aren't in school can be drafted into a labor force, given special training, and assigned to work in mines and factories or on the railroads.

The Soviet Union has numerous colleges and universities, but their entrance requirements are strict. The applicant must show a great deal of

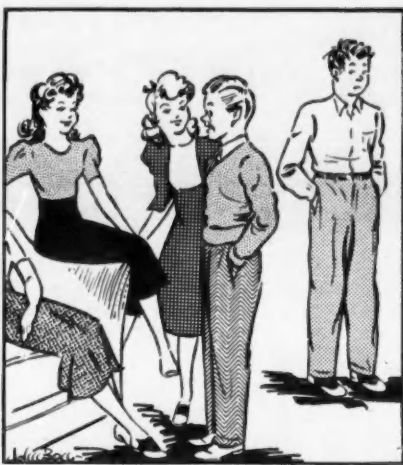
all if his grades are unsatisfactory.

The Soviet school system provides numerous outside, or extracurricular, activities. For example, there are athletic organizations, art groups, and—of course—large numbers of science clubs. Membership in such groups is said to be "voluntary-compulsory." In other words, the student is expected to join 1 or 2 clubs, but generally he can choose those which he prefers.

Soviet schools put great stress on the teaching of communist beliefs. Also, they maintain strict discipline, as indicated by the 20-point code of conduct that appears on this page. When a Russian child starts to school, one of his first jobs is to memorize these "Rules for Pupils."

Says the U.S. Office of Education: "Emphasis is placed on training pupils to listen attentively, accept what they read and are told, and repeat what they have been assigned to learn." Soviet students get little chance to examine important problems with a critical eye, or to make up their own minds on issues that may arise.

As a dissatisfied former member of the Communist Party of Russia has commented: "The Soviets want people to be brilliant in their fields, such as engineering and medicine, but non-



DRAWN FOR AMERICAN OBSERVER BY JOHNSON

Everybody Gains

By Clay Coss

THE *Journal of the American Medical Association* recently passed on this bit of humor:

"Everybody can give pleasure in some way. One person may do it by entering a room, another by leaving it."

Humor? In one way, yes; in another, no. The remark has both its funny and tragic side. Unfortunately, certain people do give more pleasure by leaving a room than remaining in it. They're constantly griping, spreading gloom, being irritable, or making themselves unpleasant in other ways.

A few years ago, New York City newspapers reported the death of a greatly loved resident of their city. He was a talking crow at the Children's Zoo. He was known to thousands of people as Deacon.

Deacon's vocabulary was limited to one word. For a dozen years or so, he sat near the entrance of the zoo, and greeted all comers with a cheery "hello."

One person told this story: "I recall going to the zoo on a dark, over-cast day. On the way I passed newsstands where black headlines were telling of foreign crises and serious national problems. Many people I met along the street looked worried and gloomy. By the time I reached the zoo, I was down in the dumps myself."

"Then, as I walked inside, a cheerful 'hello' greeted me. I looked up and there sat Deacon, roguishly eyeing me. My spirits perked up at once. It was good to know that here was someone—even if only a crow—who was not depressed or worried. My whole day was changed for the better."

All of us, regardless of what other talents we may or may not possess, do have it within our power to make the same kind of contribution that Deacon did. If we do so, some of our other faults may be overlooked by our friends and associates. If we don't, our good qualities may similarly be overlooked by those around us.

The person who remains good-natured on most occasions feels better himself and certainly helps to make life brighter for those around him.

The time to be happy is now; the place to be happy is here; the way to be happy is to make others so.

—R. G. INGERSOLL

★

Constant complaint is the poorest sort of pay for all the comforts we enjoy.

—B. FRANKLIN

Meeting Russian Missile Threat

Scientists and Others Give Views on What We Should Do

The following opinions on the U.S.-Soviet missile race are expressed by leading scientists and others well informed on the subject. Some opinions are quoted exactly; others have been digested.

Lewis Paul Todd, educator and historian:

In the USSR, scientists are viewed as heroes and given high honors and financial rewards, whereas in the United States it is the TV comedian, the singer of popular songs, the motion picture star, and other figures from the world of sports and entertainment who win top billing and top financial rewards.

Dr. Edward Teller, Associate Director of University of California Radiation Laboratory and pioneer in developing the hydrogen bomb:

The science of today is the technology of tomorrow. Many people are afraid we will be attacked by the Russians. I do not think attack is the most probable way in which they will defeat us. They may defeat us by forging ahead in science and technology.

If that happens, I think there can be no doubt who will determine the future of this world. The Russian way of doing things will be the way, and there will be nothing we can do about it. We have suffered a very serious defeat in a field where some of

the main concern of the speech was to soothe rather than to arouse our people. Eisenhower emphasized the false issue of our present strength and minimized the far-reaching significance of increasing Soviet Union strength.

What the Russians are demonstrating is that in the sciences they have achieved a greater forward momentum than our own. In the race of armaments, they have come from behind and are now out in front.

Estimates differ as to how great is their lead in missiles and devices for outer space. It would appear to be as much as 4 to 6 years. It may be some years before we arrive where they are now. Meanwhile, most probably they will have moved on.

In these technological matters, it is like running to catch up with and to pass someone who is running faster than you are. This can be done, but we cannot hope to surpass the Russians so long as we have government as usual, and business as usual.

Wernher von Braun, German-born missile scientist who helped develop Germany's World War II rockets, and who is now with the U.S. Army Ballistic Missile Agency:

The 6 years between 1945 and 1951, during which the Russians obviously laid the groundwork for their large rocket program, are lost. The United States went into a serious ballistic mis-

sion program an even greater boost, because we need such a boost badly.

James Killian, Jr., President of Massachusetts Institute of Technology and President Eisenhower's recently appointed Special Assistant for Science and Technology:

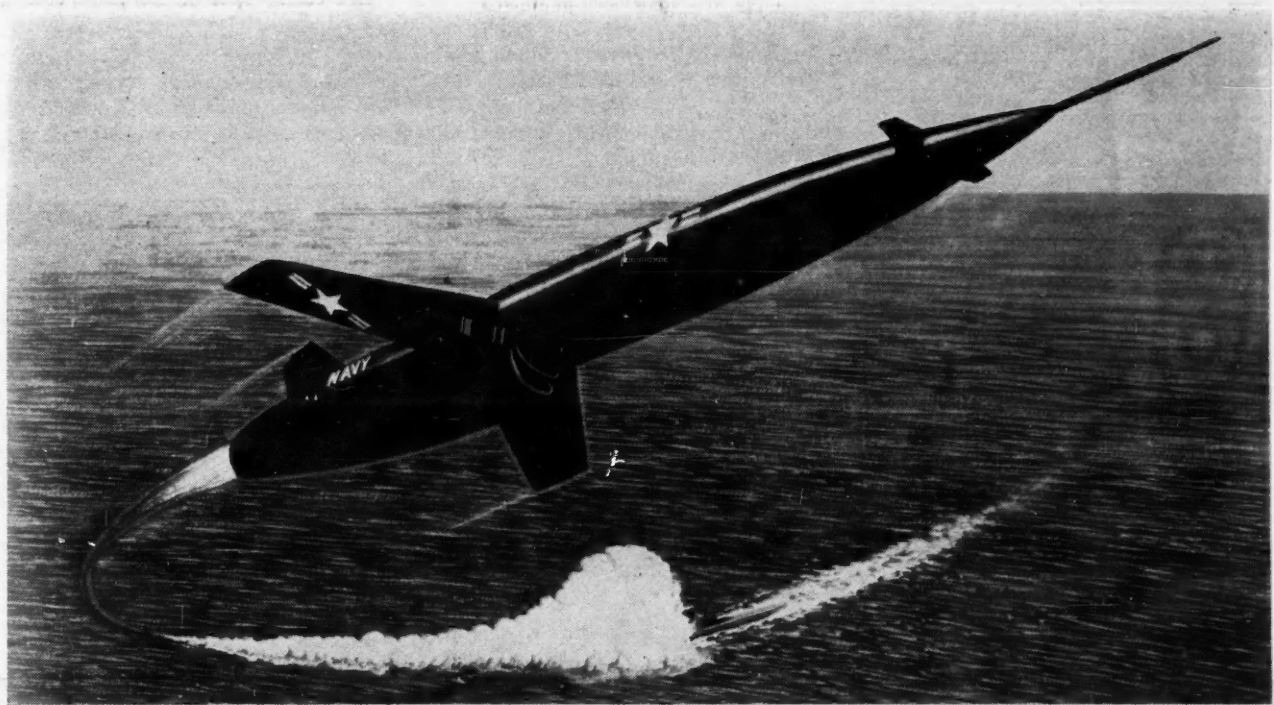
We haven't been able so far to work well enough together in an effort to keep up technologically in developing new weapons. We've needlessly increased costs and have had difficulty in avoiding friction and duplication of effort. I shall move as rapidly as possible to coordinate our efforts to meet missile needs with the aid of the best scientists and engineers.

Trevor Gardner, who resigned last year as the Air Force's Assistant Secretary for Research and Development to protest the handling of our missiles program:

We have been running second-best in the race with Russia for ballistic missiles because we have refused to admit that national security is more important than balancing the budget, and because the various missile agencies of the government have not worked together as a team.

We have suffered a temporary defeat because of the inefficiency with which we have managed our scientific resources—not because of the inadequacy of our scientists.

What we need is (1) a Joint Com-



U. S. NAVY

ARTIST'S DRAWING of the missile "Regulus II" fired from a submarine. It was developed especially for the Navy.

the most important engagements are carried out—in the classroom.

The Russians considered it worthwhile to acquire more scientific knowledge because such knowledge today means more power tomorrow. We need to train many more scientists for some years to catch up.

Walter Lippmann, veteran news commentator:

In the field of the longer-range missiles and the penetration of space, we have fallen behind. The question now is when and how we can catch up.

The President's speech on missiles shows that he has recently been listening to scientists and educators. But

sile program only in 1951. We are working hard enough now, but we did not work hard enough during the first 6 to 10 years after the war. It will be over 5 years before we catch up with the Soviets again, because they are not likely to sit by idly.

We should pursue a well-planned research and development program covering all aspects of human flight through outer space.

Something drastic must be done to raise the status of scientists in the public eye in this country. I am sure that the sputniks will give Russia's science education program a powerful boost. I can only hope that they will give the United States science educa-

mittee of the House and Senate to deal with the problems of ballistic missiles and of space technology—in place of the many congressional committees presently involved; (2) reorganization of the missile program to achieve the maximum of unity and progress.

(From the President down, informed Americans generally agree that we are behind the Reds in at least some missile fields. There is also a nation-wide feeling that we must catch up. While making a great effort to step up missile power, we must also keep well informed on public problems, and constantly strive to preserve the freedoms of democracy—which are the basis of our good way of life.)

Readers Say—

We do not attempt to balance arguments for and against each issue presented in this column as we do in the rest of the paper. Instead, the space is set aside for reader opinion, whatever it may be. If you disagree with what others say, write your views to this column.

The seed of all compromises and solutions is the intelligent study of both sides of a controversial subject. Most people are content to know only the surface material of a problem. Our hats are off to those who ponder records, facts, reasons, and logic in order to draw beneficial compromises from them. We as citizens should carefully study others' opinions. We should not be easily swayed—but we must be wise enough to realize when we are wrong.

JOANN WALTERS,
French Lick, Indiana

The responsibility of combating juvenile delinquency rests first in the hands of the parents. It is up to them to see that their children and teen-agers feel secure in their homes and don't have a lot of idle time on their hands. Secondly, it is up to the community to see that teen-agers have a suitable place to spend their leisure time. We need places where we can engage in recreational activities with people our own age.

CAROLYN SHORT,
Richmond, Virginia

Many teachers are far too easy on their students. Starting in the first grade, boys and girls ought to be taught how to work efficiently, think clearly, and reason sensibly. I think it would be easier for me now had I developed some of these good habits sooner.

MARY PECK,
Binghamton, N. Y.

Most of us feel that disarmament would be a step toward peace. The trouble arises when the 2 contending forces, Russia and the United States, try to reach an agreement. Each country is trying to get a little more out of a disarmament program than it is willing to give the other country. I believe that,



in order to prevent a third world war, all countries must agree on an effective disarmament plan.

GALEN WARREN,
Chambersburg, Pa.

We read your recent article concerning the need for funds to provide Korean orphans with teachers, books, and school supplies. Impressed by this article, we started a project to collect money for this purpose. Ten dollars was obtained from our senior classes in Problems of Democracy. The money was sent to the Korean Education Fund, c/o Foster Parents' Plan, Inc., 352 Fourth Avenue, New York 10, N. Y.

We would like to urge more students to become interested in projects of this sort. As young citizens of such a prosperous nation, we can well afford to share our benefits with those who are less fortunate throughout the world. In this manner we shall be developing a spirit of brotherhood and moving one step closer to world peace.

DONNA STONESIFER AND
SYDNEY PALMER,
Westminster, Maryland

(Address your letters to: Readers Say, AMERICAN OBSERVER, 1733 K Street, N.W., Washington 6, D.C.)



SPECIALISTS PREPARE to shift a tree from a truck for planting

A Career for Tomorrow

Working Outdoors with Trees

A GIANT old oak tree near the center of a small town appears to be dying. Citizens of the community feel that the tree must be saved, for its broad, leafy branches have been admired by residents for many decades.

Town officials decide to call on a tree surgeon, or expert, in an effort to save the old oak. The tree expert makes a careful study of the oak and finds that it is still sturdy, but that it lacks certain minerals. He drills deep holes into the trunk of the tree and injects a solution into them. In time, the giant oak tree regains its vigor.

Restoring the health of trees is only one of the tasks that tree experts perform. If you decide on this field, you will also trim trees to get rid of dead and diseased branches, and make trees harmonize with the nearby buildings or landscape. From time to time, you may work with landscape gardeners to see that trees and large shrubs are handled properly when they are transplanted.

Qualifications. Almost all jobs in this field require some work high above the ground. Hence you should not go into the work if you have a fear of heights. You will also need a strong back, good health, and a liking for outdoor life.

Training. After you finish high school, you can learn the work either through an informal apprenticeship with one of the smaller tree-care firms, or by going to a special school maintained by the larger concerns.

In the special schools, you will learn subjects related to tree care. Then, after preliminary training, you will go into the field with experienced crews and actually begin to work on trees. You will also continue with written lessons outlined for you by the school.

After the full course has been completed, you will receive a certificate. You may then be offered a regular job by the company that operates the school. Most graduates of these schools quickly move into responsible jobs, such as crew leaders or foremen.

If you decide on the informal apprenticeship program, you will learn about tree care by watching and working with experienced men. You will receive some pay while learning under either plan. However, men trained in tree-care schools usually advance more

rapidly than do those who learn under the other method.

Job opportunities. There are shortages of experienced tree experts in many sections of the country. Men trained in this field not only work on trees, but they can also become company representatives if they have sales ability. These representatives sell a firm's services and make general contacts with the clients. Some experienced tree men start their own firms.

Earnings. Beginners are likely to earn between \$60 and \$70 a week. A supervising foreman in the field earns around \$5,500 or more a year. Company representatives may earn as much as \$8,000 or more annually. Usually, the larger tree companies have profit-sharing plans for their workers, so an individual's income in any one year depends upon how successful his firm has been.

Advantages and disadvantages. Those who really like to work with trees wouldn't exchange this vigorous life for any other career. Also, the field offers good opportunities for advancement.

But some tasks are dangerous, and tree men must sometimes do hard physical labor.

Further information. Get in touch with both employers and employees of tree-care companies in your area. Look in the classified section of your local telephone book under "Tree Surgeons" for firms of this type.

Two leading schools that train tree experts are the Bartlett School of Tree Surgery, Stamford, Connecticut, and the Davey Institute of Tree Service, Kent, Ohio. Either school will send information on request.

—By ANTON BERLE

Pronunciations

Carlos Garcia—kär'lös gār-sē'ā
Carlos Ibañez—kär'lös ē-bān'yās
Diosdado Macapagal—dē'ōs-dā'dō mā'-kā-pā-gāl'
Djakarta—juh-kār'tuh
Djuanda—juh-wun'duh
Gamal Abdel Nasser—gā-māl' āb-dēl nās'ēr
Habib Bourguiba—hū'bēb bōōr'gē-bā'
Hussein—hōō-sān'
José Laurel—haw-sē' lou-rēl' (ou as in out)
Mohammad Hatta—mō-hām'mēd hāt-ā
Ramon Magsaysay—rā-mawn' māg-sī-sī

News Quiz

School Systems

1. With respect to general aims and policies, compare Russia's school system and that of our own country.
2. Compare the young Russian's elementary and high school work to that of an average American student.
3. Give some facts about the way in which Russia's colleges and universities operate.
4. Set forth arguments of those people who feel that the present world situation calls for a drastic shake-up in the American school system.
5. Why do other people in our country feel that we should be cautious about making changes in our system of education?

Discussion

1. Looking at the question honestly, do you believe that American students would benefit—in the long run—if their school-work were made more difficult? Why or why not?
2. Do you or do you not believe that the number of required courses in our schools—as against electives—should be increased? Give reasons for your answer.
3. Give your own impressions of our school system as compared to that of the Soviet Union.

Trouble in Indonesia

1. Briefly describe the geography and people of Indonesia.
2. What are the nation's major resources?
3. How was the government of the islands changed after World War II?
4. What are some of the reasons for Indonesia's weak government today?
5. Why have revolts taken place in several regions?
6. What economic and political troubles confront the nation?
7. Describe the course that Sukarno favors in tackling the country's problems.
8. To what extent has the United States been helping Indonesia?

Discussion

1. Do you think there is anything the United States can, and should, do to try to keep Indonesia from falling under communist control? Explain.
2. Do you believe we should or should not support Indonesia in her claim to western New Guinea? Give reasons for your answer.

Miscellaneous

1. Tell something about the background of Dr. James Killian. What new job does he have?
2. Why are Egypt and Syria opposed to Jordan's King Hussein?
3. Who are Carlos Garcia and Diosdado Macapagal?
4. What new duties does Adlai Stevenson have? Give some past examples of foreign-policy cooperation between Democrats and Republicans.
5. What issue has caused differences among the 3 leading western allies?
6. Briefly describe some of the political goals toward which President Theodore Roosevelt worked.

References

- "The Surge of Soviet Science," *Newsweek*, November 11, page 73.
"Knowledge is Power," *Time*, November 18, page 21.
"Indonesia: Growing Opposition to Sukarno's 'Gotong Rojong,'" by Gordon Walker, *Reporter*, June 13.
"Struggle for Power Under the Palms," by Keyes Beech, *Saturday Evening Post*, October 12.

Answers to Your Vocabulary

1. (a) not essential; 2. (b) bordering; 3. (d) fear; 4. (c) favorable; 5. (d) misleading; 6. (d) council; 7. (a) harmless; 8. (b) time between.